



READING & WRITING are more than **ELEMENTARY**

**READING IS AS GOOD FOR YOUR MIND AS
EXERCISE IS FOR YOUR BODY. READING
MAKES YOUR MIND STRONG!**

Governor Janet Napolitano

ONE BOOK FOR EVERY FIRST AND FOURTH GRADER

Inspired to share her own love of reading and to promote literacy statewide, Governor Napolitano began a book program, which has provided nearly every first grader in Arizona a book to take home since 2003. The One Book for Every First and Fourth Grade program has been made possible through partnerships with private sponsors. As a result of the program, more than 350,000 first grade students have received a book of their own to share with family and friends. The 2007 book selection, *The Gingerbread Cowboy*, written by Janet Squires, will be distributed to over 100,000 children.

Due to the success of the book program and the continued interest from private sponsors, Governor Napolitano was able to expand the program in 2005 to include fourth grade students. Approximately 170,000 books have been distributed to fourth graders in Arizona through this program. Students in the fourth grade in 2006 were in first grade in 2003, making them the first group to have received both a first and fourth grade book as part of this program. The 2007 book, *Grand Canyon: Exploring A Natural Wonder*, written by Wendell Minor, will be distributed to nearly 93,000 children.

- Useful resources in Arizona and across the country
- RESEARCH & POLICY**
- Alliance for Excellent Education
www.allied.org/adolescent_literacy/index.html
- Arizona Department of Education—AZ READS
www.ade.state.az.us/azreads
- Carnegie Corporation of New York—Advancing Literacy Initiative
www.carnegie.org/literacy
- PROFESSIONAL DEVELOPMENT**
- Arizona Reading Association
www.azreadingassoc.com
- Northern Arizona Writing Project
www.nau.edu/english/nawp
- Southern Arizona Writing Project
<http://sawp.web.arizona.edu>
- Strategic Literacy Initiative at WestEd
www.wested.org/cs/sli/print/docs/sli/home.htm



- Suggested Reading for Teachers**
- *Doug Buehl, (2001). *Classroom Strategies for Interactive Learning*. Newark, NJ: The International Reading Association.
 - *Graves, Donald (2006). *A Sea of Faces*. Heinemann.
 - *Donald Graves is an inspirational author. His purpose in writing this book was to emphasize the importance of knowing the students in our classrooms. The book is full of interesting and usable ideas. It's sure to stimulate lots of thought.
 - *Brenda Hoyt, Mary Anne Mooney, and Brenda Parkes (2003). *Exploring Informational Texts*. Heinemann.
 - Written in an engaging style, this book focuses on using informational texts with upper elementary students.
 - *Susan Zimmermann and E. O. Keene (1997). *Mosaic of Thought*. Heinemann.
 - This is a teacher favorite! It focuses on reading comprehension and metacognition.



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WHAT EVERY TEACHER CAN DO
TO SUPPORT STUDENT LITERACY IN
GRADE 4 AND BEYOND

STRATEGIES
FROM THE GOVERNOR'S P-20 COUNCIL
[HTTP://WWW.AZGOVERNOR.GOV/P20/](http://www.azgovernor.gov/p20/)



FROM THE GOVERNOR

DURING THE FIRST FEW YEARS OF SCHOOL, every child should master the basics of literacy — from learning the ABCs to sounding out letters and words to decoding whole texts.

But for older students, the basics are not enough.

The transition from K-3 to the middle grades is a pivotal moment in students' literacy development. Unless they receive ongoing instruction, designed to build advanced reading and writing skills, even the most successful 3rd grade readers can be at risk for what some call the "4th grade slump" — a tailing off of progress and confidence.

It takes more than phonics to analyze a novel or a poem, comprehend a history textbook, or grasp the details in a set of laboratory instructions. And it takes more than 3rd grade reading skills to understand a college catalogue, make sense of a training manual, or get through the daily newspaper.

As a teacher, you can help guide students to understand that reading is as good for the mind as exercise is for the body. I encourage you to use the literacy strategies from my P-20 Council, and share the poster with your students.

Together, we can ensure that Arizona's students will be fully prepared to succeed in the middle grades, in high school and beyond. No matter which pathway a student chooses after high school — whether it's college, training or the workforce — he or she will need to master the skill of reading.

Yours very truly,

Janet Napolitano

Governor Napolitano

WHAT CAN YOU DO TO HELP
YOUR STUDENTS GO BEYOND
THE BASICS OF LITERACY?

Using a grant from the National Governor's Association to address adolescent literacy in Arizona, the Governor's P-20 Council will be providing scholarships ranging from \$1,500 to \$2,000 to encourage more teachers to attain the state Reading Endorsement. This scholarship program is being facilitated through the Arizona K-12 Center and will be awarded on a first come, first served basis. Please contact the K-12 Center at (602) 443-6444 for more details and information.

1) PROVIDE EXPLICIT INSTRUCTION

In order to build their literacy skills, students need plenty of time and practice, but that's not all they need. You can't count on students to pick up new skills and concepts automatically. It's far better to show them, explicitly, how one reads and writes high-level texts of various kinds. Explain why science texts tend to be written in such an objective tone, or what makes Op-Ed pieces different from technical manuals, or how interpreting novels differs from analyzing historical documents. And when students struggle with difficult materials, teach them reading comprehension strategies such as mapping out the text's main ideas, predicting what the text will say, and summarizing what it has said so far.

2) PREPARE STUDENTS FOR NEW VOCABULARY & CONTENT

In the middle and high school grades, it is essential that teachers emphasize vocabulary instruction to help students comprehend what they read. When assigning difficult reading materials, be sure to teach students the new terms they'll encounter, and take care to explain the background content and concepts they'll need to know in order to make sense of the text.

3) ASSIGN A VARIETY OF READING MATERIALS

In the early grades most students read a lot of narrative texts and very little of anything else. Stories are terrific, but students need lots of practice reading all sorts of other materials, too, from newspapers and popular science essays to biographies, political speeches, informational Web sites, and on and on.

4) HELP STUDENTS CHOOSE APPROPRIATE BOOKS FOR INDEPENDENT READING

Students may know they want to read about a specific topic, but that doesn't mean they can tell which books are too easy or too hard for them. Help them choose materials that are a little bit beyond their current reading level, giving them a challenge but not setting them up to fail.

5) MAKE TIME FOR LITERACY

Literacy skills improve with practice, practice, and more practice. Make sure your students have plenty of time to read and write and talk with teachers and classmates about what they're reading and writing.

BUILD YOUR PROFESSIONAL NETWORK

When it comes to strengthening your professional capacity to teach advanced literacy skills, your colleagues may be your best resource. Consider joining other teachers in an informal study group, and urge your school and district to create a teacher-led literacy council, with formal responsibility for overseeing reading assessments, interventions, and professional development.

